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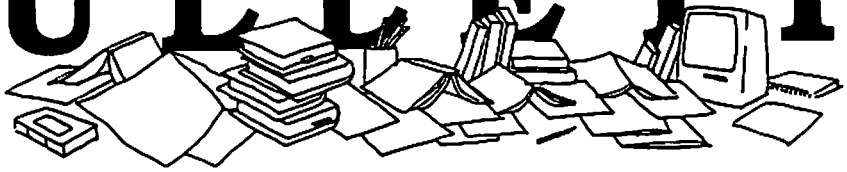
NLS #

THE LITERACY MATERIALS

BULLETIN



14

Fall 1996

• instructors • tutors • learners • administrators • coordinators • librarians • resource centers • learning centres •

The response from the evaluation was wonderful. Over 135 cards were returned and the comments confirmed the value of the Literacy Materials Bulletin. The responses came from libraries, colleges and community organizations in British Columbia and across Canada. Many wrote to say that they used the Bulletin to help them make decisions about materials to order and to keep informed about new materials. Some requested information about dictionaries, developing short stories, computer software and videos; while others requested more materials at a level suitable for beginning readers. The committee is reviewing some CD-ROMs, videos and dictionaries for Bulletins 15 and 16 as well as materials for beginning readers. Please continue to send in suggestions and requests for materials.

There were also requests for a list of materials reviewed in the Bulletin and for electronic access to the articles in the Bulletin. Langara College's QuERI FTP Site has the text of the reviews from Bulletins 1-13, but not the Sample Pages, forms, and lists of committee members. Using an FTP capable browser (Netscape, Internet Explorer) the address is: **ftp://ftp.langara.bc.ca/pub/qri/qri-literacy** or with an FTP program the address is: **ftp.langara.bc.ca/pub/qri/qri-literacy.** File names beginning with **lmb** and continuing with a dash and a number stand for Literacy Materials Bulletin and the issue number. The filename for the alphabetical list of titles is **index-t.txt**.

A special thank you to Pam Devereux and Brenda Giles. Pam Devereux, an instructor from the College of New Caledonia, Quesnel, is our guest reviewer for this Bulletin. Brenda Giles, a student at Vancouver Community College and a resource member of our Committee, made use of her experience organizing The Vancouver Walk for Literacy to write a review of the book, Walk for Literacy.

We welcome Pauline Waterfall to the Literacy Materials Committee. Pauline is the executive director at Heiltsuk College, Waglisa Centre. She is busy fieldtesting items for the next Bulletin.

This Bulletin and Bulletin 13 were printed by Camosun College's Printing Department. The Committee appreciates their help and professional skill. The College has also assisted us by providing an E-mail address for the Literacy Materials Bulletin. You should be able to contact me at **litmatch@camosun.bc.ca**.

Helen Thomas

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Title:	WALK FOR LITERACY: A STEP IN THE RIGHT DIRECTION
Author:	Carol Bossio and Ingrid Braathen
Publisher:	Community Adult Literacy and Learning Society (CALLS), 1996
Available:	Literacy BC, 622-510 West Hastings Street, Vancouver, BC V6B 1L8 Phone: Toll Free in BC 1-800-663-1293 Fax: (604) 684-8520
Price:	free
Level:	functional/independent
Reviewer:	Brenda Giles

Walk for Literacy

The first time I heard about The Walk for Literacy was at a Literacy B.C. board meeting. Carol Bossio told how she heard that the literacy program, The Write Place in Parksville, was closing because there was no funding from the government. She had this idea to help raise money to keep The Write Place open, so she started knocking on business doors telling her story. Carol's message was to walk for literacy. The Walk for the Write Place was a success and it is still open today.

The cover of this twenty-page book is shaded like clouds and the pages are in the colours of the rainbow. The first three pages tell why we should walk for literacy. The table of contents comes next, then Carol Bossio's story is in orange, in pink is Ingrid Braathen's story and the planning of the first walk is in lilac. The remainder of the book is divided into three steps.

Step One: Before The Walk

The blue pages are about first forming a committee and choosing the roles they would like to play in the Walk for Literacy. The committee needs to approve the logo. Dates, time and place are very important and also government approval. For the Vancouver Walk for Literacy we had to go to city hall and ask for permission from police, parks, ambulance and fire departments. Insurance and advertising plays a major role in preparations. Sponsors and pledges are the main thing in a walk. It is very important to make sure that you can provide tax receipts to your donors. Number the pledge sheets and keep a list of the numbered pledge sheets for reference and proof. It is very important that you value your walkers, sponsors and donors.

Step Two: Day of the Walk

In the morning, set up tables for walkers to turn in their pledge forms and to register. Have a donation box and greet walkers with balloons, banners and signs, rain or shine. Hopefully, media and newspapers will be there. It is a good idea to arrange for some refreshments.

Step Three: After the Walk

Receipts for pledges for tax purposes and thank you letters to sponsors must be mailed and press releases should be sent out.

My experience coordinating The Vancouver Walk for Literacy was a good one. First, I made up some signs that said Walk for Literacy with the time and place, where we were going to meet and that there would be free food. I asked them to sign up and told them my story. I came back to school to learn to read to my son. My dream is to go to school to finish grade 12. I then told the learners about the book and showed them a list of things we would have to do. We followed the simple instructions from the book. Our walk was a great success. We had eighty walkers, good media coverage and raised roughly three thousand dollars. You can do it too!

From *Walk for Literacy: A STEP IN THE RIGHT DIRECTION* by Carol Bossio and Ingrid Braathen
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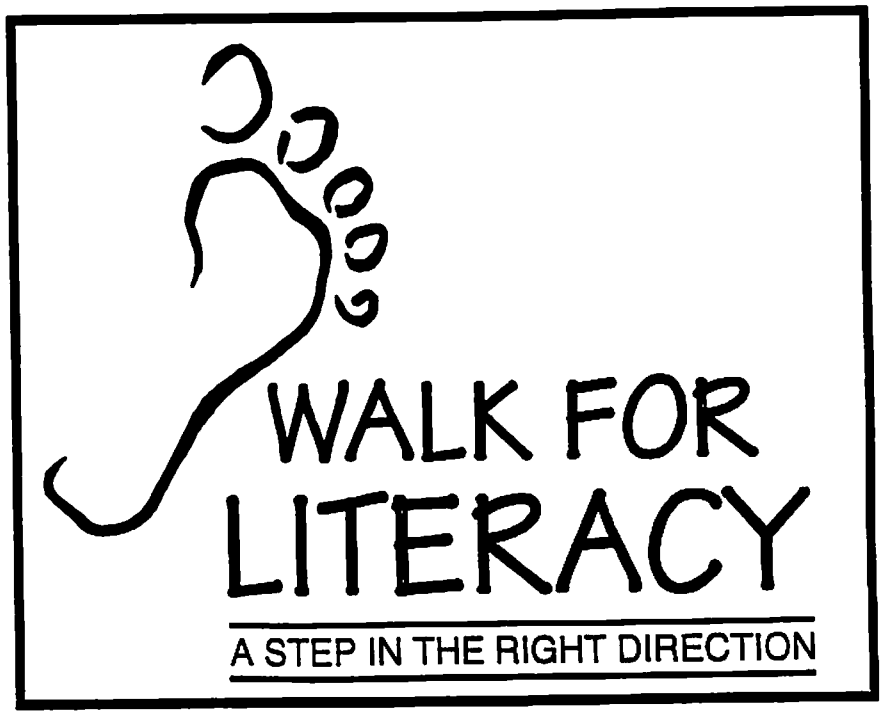
Sample Page



Date: **Time:**

Place:

Refreshments, Prizes, Speakers
and More

To Register Call:

*For best results. collect your pledge money when your sponsor agrees to contribute. Pledges are not tied to distance completed. Pledges can be collected by entrants, volunteers or any interested persons.

* Collect pledges from family, friends or co-workers—or sponsor yourself. Or ask your employer to match your personal contribution or total pledges.

* Advise your sponsor that receipts will be issued. Be sure to print the sponsors name, address and postal code clearly.

* Photocopy your pledge form(s) before submission. This will be helpful if you need to make any follow-ups.

* Make cheques payable to:

Title:	Cursive Writing Skills (Left-handed and Right-handed Editions)
Author:	Diana Hanbury King
Publisher:	Educators Publishing Service, Inc., 1995 (copyright 1987)
Available:	Educators Publishing Service Inc./Canada P.O. Box 333 Station A, Scarborough, Ontario M1K 5C1 Phone: (416) 755-0591 Fax: (416) 752-8239
Price:	$9.10
ISBN:	0-8388-1706-8 (Left-handed) 0-8388-1705-x (Right-handed)
Level:	basic and up
Reviewer:	Joyce Vowles

Cursive Writing Skills

Cursive Writing Skills is an adult oriented guide to help learners improve or develop handwriting. Both left and right-handed editions are available, each with customized instructions and materials.

Each book begins with an introduction written for the user providing advice on practice, posture, and paper position. This provides an excellent context in which to place cursive writing. Next are a number of pages of warm-up exercises including 'windshield wipers', circles and zigzags. Although learners found these a little odd at first, they found their grips relaxing and made many requests to repeat these pages.

Letters are presented in groupings of similar shape. Special attention is given to 'bridges' between difficult letters, such as 'or' combinations.

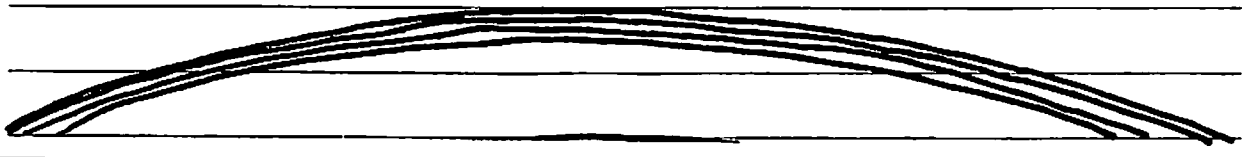
Practice is eventually extended to words and sentences. Several learners were pleased to be able to practice how to spell the days of the week, months of the year and names of some holidays while practicing their cursive writing. Some students found the absence of guide arrows frustrating, but appreciated the regular solid lines rather than childish interlined pages.

As with most cursive writing books, there is not enough room for practice; however, most learners were able to transfer the letters to their own paper.

Cursive Writing Skills is one of the most successful texts I have used to teach cursive writing and I would recommend it to anyone wanting to improve their hand-writing.

Sample Page

Position your paper carefully. Pivot on your elbow so that your forearm acts like a windshield wiper. Relax. Trace and copy all the way down the paper.



From *Cursive Writing Skills* by Diana Hanbury King
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Sample Page

More practice with bridges.

o out
cope
home
most
over

b but
bake
brain
best
table

v very
vine
over
vote
love

w we
who
away
down
wind

Title:	GROWING BOLDER: A Workbook on Growing Older and Herstory for Women in Literacy Programs
Author:	Anne Moore and the Women's Group of Action Read
Publisher:	Garlic Press, 1995
Available:	Action Read, 20 Fountain Street West, Guelph, Ontario, Canada N1H 3P2 Phone: (519) 836-2759 Fax: (519) 836-7020
Price:	$10.00
ISBN:	0-9695863-3-7
Level:	functional/independent
Reviewer:	Evelyn Battell

Growing Bolder: A Workbook on Growing Older and Herstory for Women in Literacy Programs

This lovely book celebrates Canadian women in history, the ordinary lives of women and women growing older. The book is written by a group of women students working with their tutor for more than a year. Partly it is a record of explorations these women did in class about women and history. The style encourages each group that uses the book to take control, pick and choose, expand as they please and argue with the ideas. This means also there is lots of room for men to use this book to learn and explore history.

The book is a workbook in three sections. The first contains the simply written 300 word biographies of ten Canadian women from history. The women it profiles were unconventional and/or worked to change society. The second section focuses on our own histories. Both these sections include questions about the readings, suggestions for research, map work, math, practice reading and using new words, as well as suggestions for writing including poems, letters, stories and essays.

The Growing Older section includes poems and quotes by and about feisty older women, and looks at issues of ageism, menopause, poverty and abuse. There are lots of suggestions for projects including making a quilt, writing a play, making a herstory display or drawing a family tree.

Students reported feeling like they were part of the Action Read group. They enjoyed stories of women who tried to make a difference, liked the poems and being reminded of their own mothers and grandmothers.

The book has good print size, lots of white space, graphics and photos, and lines for writing on if you choose to use it as a workbook. First Nations women and Black women are included.

From *Growing Bolder: A Workbook on Growing Older and Herstory for Women in Literacy Programs* by Anne Moore and the Women's Group of Action Read
Reproduced by kind permission of Action Read

Sample Page

Why a Workbook?

We have done this workbook so that other women learning to read in groups or with their tutors can learn from our experience. We chose to make it a workbook because we wanted to give women a place to write their own ideas. It was more comfortable for us to write to other learners. We wanted you to hear what we were thinking so we have included some pieces of writing that we did during the year.

We chose to write **Herstory** because we wanted to know more about women from the past. When we know about women from the past it makes us feel better about who we are today. Part two of **Herstory** is there to give us a chance to share the stories of our mothers and grandmothers and our own stories with each other.

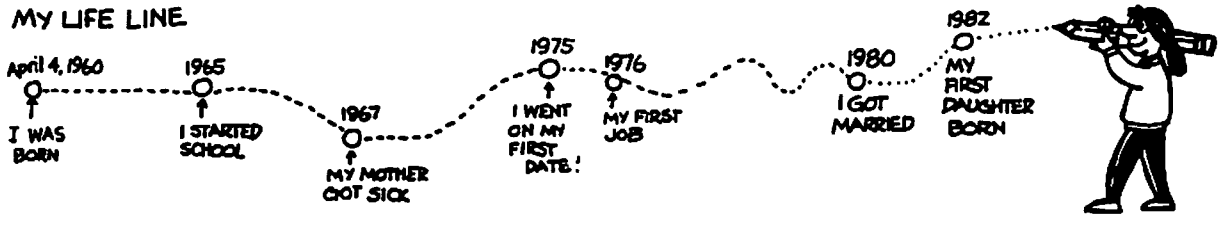
We wrote **Growing Older** because all of us are getting older and some women had concerns about ageing. The younger women in the group wanted to learn more about what it is like to get old, too.

What about Your Story?

How you live your life is also part of Herstory. Here are five different exercises you could do to help you think and write about your own life. You can choose one or do them all!

1. Draw Your Life Line

- **Draw a line** to show your life starting with your birth. The line could go up and down, bumpy or straight.
- **Use words or drawings** along the line to show the main events in your life.
- Mark your birth, starting and leaving school, your first job, marriage, starting to think differently, and all the other important times in your life.
- **Share your drawing** with your tutor or group and explain what each of the drawings mean.



Title:	Literacy Vocational Planning: Academic Employment Preparation Program
Developer:	Peter Lavalley
Publisher:	Saskatchewan Institute of Applied Science and Technology, 1994
Available:	Academic Employment Preparation Program, Wascana Institute, 8th Avenue, North Centre, P.O. Box 556, Regina, Saskatchewan, S4P 3A3 Phone: (306) 787-1676
Price:	$85.00
Level:	instructor student handouts - functional
Reviewer:	Pam Devereux

Literacy Vocational Planning
Academic Employment Preparation Program

Literacy Vocational Planning is a manual of career planning materials intended for use by both literacy level and special needs intructors in the classroom. The manual includes 10 modules: *Personal Profile, Shopping for a Job in Today's Labour Market, What Employers Want Today, Appearance and Grooming, Finding Out about Jobs, Making a Career Decision, The Career Plan, Looking for a Job, Resumes and Covering Letters*, and *Job Interviews*. Each module comes complete with objectives for the students, student readings, instructor guidelines and student handouts. The instructor guidelines include information on the goal or purpose of the activity, a description of the stimulus, a suggested procedure for carrying out and then processing the activity and finally, a student follow-up activity.

In the introduction to the manual, the author advises that the educational process employed throughout has characteristics of the "Popular Education" model. In this model the students' own life experiences are the starting point for learning. Experiential activities, group interaction and personal reflection combine to empower the students to make positive change in their lives.

The general content of the manual is comprehensive, although certain modules could benefit from supplemental material. For example, while the exercises in the *Making a Career Decision* module are quite good, the module does not include any basic aptitude or interest inventories through which the student might be able to gather important information in making a career decision. It would also be useful for each module to have a summary and perhaps an exercise that brings together everything the student covered in that section.

Having said that, I found the manual to be very thorough and well thought out. The layout is excellent: there is a generous amount of white space, humorous graphics and bold type. The information is easy to find and is laid out in a clear, logical manner. The student handouts are in a conversational, easy-to-read format and they effectively cover the central themes of the modules.

What I believe is this manual's greatest strength is its value as a resource to those instructors who may not have a great deal of experience in teaching career planning. The exercises are laid out in such a way that the instructor could simply walk into class, pick up the manual and competently deliver a lesson with little or no advance preparation.

From *Literacy Vocational Planning: Academic Employment Preparation Program*
developed by Peter Lavalley
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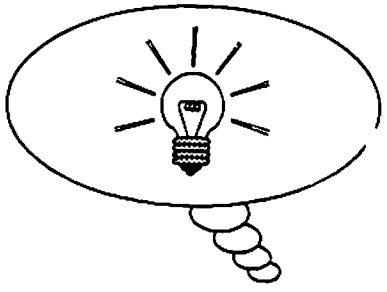
Saskatchewan Institute of Applied Science and Technology

Sample Page

A Personal Goal Plan



What about you? Write down something you have as a goal. Write it here.

I would like to (pick one):

_____

_____

_____

What are some of the things you can do to reach your goal? Write those down here, too:

1)_____

2)_____

3)_____

Now you have a plan.

Title:	I Wish I Could Write: Activities to Inspire Beginning Writers
Author:	Joan Barasovska
Publisher:	New Readers Press, 1978, 1988
Available:	Artel Educational Resources, 5528 Kingsway, Burnaby, B.C. Canada V5H 2G2 Phone:Toll Free 1-800-665-9255 Local (604) 435-4949 Fax (604) 435-1955
Price:	$6.75
ISBN:	0-88336-379-8
Level:	instructors and tutors
Reviewer:	Lorrie Lane

I Wish I Could Write

If you are looking for writing ideas and activities for your literacy class, you will find I Wish I Could Write a valuable resource.

This book consists of 32 lessons which are presented in order of complexity. Each lesson includes instructions for the instructor/tutor and a sample of student writing. Lesson topics are appropriate for adult students. For the beginning writer, the author suggests having the students complete sentences for which they have been given the first few words. Some examples are: "I wish...", "I never...", "I wonder why...", and "I would like to know...".

Or, you might choose the "How to" lesson. This lesson involves writing instructions for preparing a favourite recipe, telling someone how to change a tire, etc. I especially like this one as it is an opportunity to show the learners that s/he has important and interesting information to share with all of us.

One lesson that was enjoyed in our class was the "Story Starters". As suggested in the instructions for the exercise, the class was given one sentence as the starting point for a story, and the story was to answer these questions: Who said it? To whom? Why? What was the situation? What led up to it? What happens next? The beginning sentence read, "You look as if you just saw a ghost." Students worked in pairs or groups of three. One student acted as recorder and their imaginations took over!

The author provides a list of ten suggestions on how to use this book, such as ideas for writing with your students, making corrections and sharing stories. Instructors commented: "Joan Barasovska's methods are not novel, but good basic approaches to writing for literacy students." "A lot of activities look simple (and are) but can bring out insightful writing from learners." "My students really enjoyed these activities. They said that the activities were fun and made writing so much easier. Productivity went way up!"

***** GOLDEN OLDIE *****

From *I Wish I Could Write* by Joan Barasovska
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Sample Page

1. Sentence Completions

This is a good introductory exercise. Your student's first writing experience should be involving, brief, and easy to understand.

Use your judgment to decide how many sentences to offer. For one of my students, one sentence completion was a big accomplishment. For another student, whose pattern was to "chat" her way out of writing, the list wasn't long enough. I ran out of ideas before she felt "written out."

Instructions

Say to your student:

"I'm going to give you the first two words of a sentence. Finish the sentence however you want to. Copy these two words: *I always.*" (Or use any of the sentence starters listed below.)

"Now make up the rest of the sentence yourself. Remember that you are writing about *yourself.*"

If the student is still reluctant, write the first two words of the sentence for him.

Other sentence starters:

I never	I hope
I remember	I hate
I can	I miss
I wish	I believe

Student writing

I wish I had big money.
I never went back home.
I hope I live to be a hundred.

— Freddie T.

I remember the day when my uncle was shot.
I wish I could be a singer or a dancer.
I miss my sister who is no longer with my family.

— Betty S.

Title:	Adult Literacy: A Compendium of Articles from the Journal of Reading
Editor:	Marguerite C. Radencich
Publisher:	International Reading Association, 1994
Available:	International Reading Association, 800 Barksdale Road, Newark, Delaware 19714, United States
Price:	$21.00US plus shipping and handling
ISBN:	0-87207-122-7
Level:	instructor
Reviewer:	Katie Molloy

Adult Literacy

A Compendium of Articles from the Journal of Reading

This book is a compendium of diverse articles about reading instruction for adult learners collected from the *Journal of Reading*. It was published in 1994 and is grouped into six sections: *Theoretical and Organizational Issues; Assessment; General Teaching Methodology; Technology; Tutoring* and *Workplace Literacy*. As the field of adult instruction has changed over the years, most of the 45 or so articles within come from more recent issues of the *Journal of Reading* to "ensure that the book included the best and most recent thinking on adult literacy instruction."

Each of the six sections begins with a thought provoking quotation followed by a brief introduction and overview of the topic. Within *Theoretical and Organizational Issues* the reader will find managerial philosophies and literacy definitions discussed. The seven articles in the section on *Assessment* deal with both process and product. They emphasize flexibility in assessment of learners and programs include guidelines for determining program effectiveness and issues in adult literacy assessment. *General Teaching Methodology* provides an array of sound ideas to be used in a variety of adult learning settings. They include strategies for use with cooperative learning, wordbanks, storytelling for adults, modern poetry for use with adults, teaching consumer literacy, writing workshops, ideas for use in the ESL classroom and a useful list of high interest low readability books for adults. The shortest section in the book, *Technology*, examines the varied uses of computers in adult classrooms. It includes three lists of appropriate software, much of which has been replaced by newer packages. *Tutoring* explores a number of case studies each of which is grounded in "bolstering the student's self-esteem", yet each approaches this in different ways. Issues covered in the final section, *Workplace Literacy*, include diagnostic assessment and program evaluation in the workplace as well as lesson plan formats and an interesting look at the use of the company annual report in a workplace reading improvement class. Most of the articles end with comprehensive bibliographies.

The purpose of this eclectic mix of short articles is more to stimulate discussion than to provide answers. Readers may choose to read all the articles within or just those topics relevant to their needs. It is a book appropriate for administrators, teachers, tutors and students involved in literacy research.

From *Adult Literacy: A Compendium of Articles from the Journal of Reading*
edited by Marguerite C. Radencich
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Sample Page

General Teaching Methodology

Word Banks for Adult Literacy

LYNNE AUSTIN-ANGLEA
DECEMBER 1990

A word bank, in the traditional sense, is a list of words that have been accumulated to build sight vocabulary. However, my adult new readers combine the word bank with the language experience approach to create a versatile tool for vocabulary learning.

Because it uses the student's own vocabulary, a word bank can become an endless resource for building vocabulary, practicing spelling, and developing critical thinking skills. In addition, it is an excellent warm-up activity before reading or writing, assessing and enriching the student's prior knowledge of a topic.

Sample Word Bank for the Topic "Gardening"

plant	weeds	tree
tomato plant	dig	hole
shovel	rake	lawn mower
weeder	air blower	sweep
hose	fertilize	seeds
corn	clippers	pruner
carrot	onion	tulips
lettuce	hoe	chives
rocks	grass	sod
rototiller	axe	renting
buying	dump	toolshed
plastic bags	equipment	goggles

The procedure is simple and adaptable to both tutoring and classroom settings. Select a topic related to either a story to be read or an interest of the student (such as gardening). State "When I think of gardening I think of plants. What do you think of?" Record both your response and the student's response, and continue until your word bank includes 20–50 words, depending upon topic familiarity. (See sample word bank.)

Once the list is complete you have a supply of words to use in a variety of language lessons:

1. Build critical thinking skills by looking for clusters of words that belong together. My list contains clusters under the titles "Kinds of Seeds," "Gardening Tools," and "Gardening Jobs" and can easily take the form of a semantic map. (See sample map.)

2. Add prefixes and suffixes to words in the word bank. Build upon *seed* to create *seedling*, *seeded*, and *seeding*. Build upon

Title:	Shabash!
Author:	Ann Walsh
Publisher:	Beach Holme Publishers
Available:	General Distribution Services, 30 Lesmill Road, Don Mills, Ontario M3B 2T6 Phone: (416)445-3333 Fax: (416)445-5967 Beach Holme Publishers Ltd., Suite 226-2040 West 10th Avenue, Vancouver, B.C. V6J 2G2 Phone: (604) 733-4868
Price:	$8.95
ISBN:	0-88878-355-8
Level:	independent
Reviewer:	Jan Weiten

Shabash!

This novel, set in a small B.C. milltown, is narrated by Ron (Rana to his family), a Canadian-born Sikh boy who decides to join the local minor league hockey team. He is reluctantly allowed to register on the team, but is the target of racist comments by some team members and their parents. In addition, his own father is against the idea of Ron's joining the team because he believes that trying to break into "goray"(white) territory will only cause trouble. However, Ron's mother supports his ambition because she thinks the team will act as a bridge for him, and that by joining the team, he will also be joining the larger community of the town.

Shabash! deals with important issues of racism and prejudice in a realistic fashion. There are no easy solutions presented here. The main character, Ron, is also quite a complex personality. He is the target of much of the racism in the book, but his own actions and speech are not always above reproach. He speaks and acts like an intelligent, determined boy who sometimes lets his hot temper get the better of his good judgement. We are not allowed to pity Ron; he is a strong fighter, a survivor with a sense of humor.

One interesting aspect of the novel is that it touched upon the causes of racism. At one climactic point, the local Sikh temple is destroyed by arson. Those who set it afire had been laid off by the local mill and were angry because some Indo-Canadians had kept their jobs. This event could lead to discussion and writing about the relationship between economy and racism--a subject relevant to today's social environment.

Several learners commented that it reminded them of situations in which they had been the target of racism. They were easily able to relate to the theme of Shabash! even if they had no interest in hockey or any familiarity with small B.C. towns. The novel brought up disturbing memories for some learners, but it also gave them an opportunity to voice their pain.

Two drawbacks to using this novel with adult students are that its cover makes it look very much as if it is for young readers and the main character is an adolescent. It should also be pointed out that none of the adults who read the book found it inappropriate or childish in any way.

What does the title mean? "Shabash!" is a Punjabi word that means "well done" or "good work". Because of its interesting plot, well-developed characters, and relevant themes, the author of this book is indeed deserving of a "shabash!"

From Shabash! by Ann Walsh
Reproduced by kind permission of Beach Holme Publishers Limited

Sample Page

"But keep Mr. Johnson away from me, okay?" I said.

"There's something else you should know, Ron. There's a special meeting of the minor league executive tonight; I'm on my way there now. It's time we faced the issue of prejudice and dealt with it. You kids don't just learn hockey; you learn to work as a team, to share, to co-operate. You learn the meaning of the word 'sportsmanship,' and that is more important than all the skating techniques you could ever learn. Parents like Mr. Johnson are undermining the purpose of the minor hockey league; racism has no place on the ice."

"You mean, this meeting is about what happened with me and him? The other parents are standing up for me?"

"Yes. Although I shouldn't be telling you this, Ron, I'm sure we won't have any more trouble with Mr. Johnson, not after tonight."

My father came up the stairs, looking worried. "I don't want to interrupt, Mr. Bryson, but I hope that there is nothing wrong. That Rana has not made problems for you."

"No, Mr. Bains, no problems. A small misunderstanding which Ron and I have cleared up." The coach looked at me, then back at my father. "Ron will tell you about it himself. When he is ready to."

I couldn't meet my father's questioning eyes. I wasn't ready to talk about it.

"I have to go now," said Mr. Bryson. "I have a meeting in a few minutes."

"Rana will see you to the door," said my father. "I hope you will visit us again, Mr. Bryson. Perhaps next time you will stay and eat with us, if you are fond of spicy food."

"Sounds good," said the coach. "I've never tried East Indian food, but I'd like to. I'll probably like it, because I love Mexican food and it's hot."

"We look forward to having you here. Please do come."

My father folded his hands and bowed. "Sat sri akal," he said.

Title:	The Reading Teacher's BOOK OF LISTS, (3rd Edition)
Author:	Edward B. Fry, Jacqueline E. Kress, Dona L. Fountoukidis
Publisher:	Prentice Hall, 1993
Available:	Prentice Hall Ginn Publishing, Allyn & Bacon Canada, 1870 Birchmount Road, Scarborough, Ontario, M1P 2J7 Phone: 1-800-361-6128 Fax: 1-800-563-9196
Price:	$49.56
ISBN:	0-13-034893-7
Level:	instructor
Reviewer:	Iris Strong

The Reading Teacher's Book of Lists

The Reading Teacher's Book of Lists provides a ready store of good examples, key words and phrases, teachable content, teaching ideas and activities that might otherwise take years and much effort to acquire! It is a wonderful collection of 150 extremely useful lists for developing instructional materials and planning lessons, and the best part is that photocopying is allowed!

The organization and layout of this 392 page manual is excellent. Not only is there a user's guide--which categorizes material into grade levels, adult literacy and English as a Second Language, student challenges, fun things and teacher references - there is also a detailed Table of Contents dividing the material into twelve sections and an invaluable Index. As well, excellent cross-reference suggestions are made, enabling the instructor to access items quickly and relate topics easily.

Some of the favorite lists referred to by the fieldtesting instructors are: *Instant Words* (lists the one thousand most commonly used words in frequency order), *Synonyms, Antonyms, Similes, Contractions, Prefixes* (nine full pages including meanings and examples), *Suffixes, Spelling Rules, Phonics, Capitalization Guidelines*, and *Parts of Speech*. As well, there are stories and novels listed by grade level, *Alternative Assessment Techniques*, and useful student handouts for *Time-Planning, Study Skills*, and *Test-Taking Strategies*.

Everyone who fieldtested this book deemed it tremendously versatile and practical. The authors have extensive expertise in the fields of corrective and developmental reading and have supplied us with appropriate teacher comments on many topics. (This is the same Edward Fry of Fry Readability Graph fame!) I predict that my own copy of The Reading Teacher's Book of Lists will be used for many years to come!

The Reading Teacher's Book of Lists, Third Edition, © 1993 by Prentice Hall

88. *Build-a-Sentence*

Select one from each column

Who? (subject)	What? (verb)	Why? (prepositional phrase)	When? (adverb)	Where? (object)
A boy	climbed into an airplane	for a vacation	last summer	in New York
The shark	looked everywhere	to find his mother	in 2020	on the moon
A big dump truck	slid		during the game	outside my house
The monster	laughed	to get a million dollars	next year	in a cave
	swam			on a farm
My dad	dove	for fun	today	under a rock
A rattlesnake	swung on a rope	because he was on fire	at midnight	next to a lion
Maria	fell	to fall in love	forever	100 feet beneath the ocean
Mickey Mouse	yelled loudly		before breakfast	in bed
A tiny ant	flew	for an ice cream cone	always	on top of a tree
			500 years ago	at the circus
The train	ran fast	to build a house	right now	in front of the city hall
Iron John	jumped	to fight the enemy	in a month	in a corn field
A beautiful princess	kicked		after school	behind the stove
	couldn't stop	to get to school	in an hour	in space
			yesterday	downtown
A large bird	slithered	to be kissed	during the war	inside an egg
My good friend	crawled			in Africa
	hopped on one foot	for a coat of paint	at dawn	out West
A teacher		because it was mad		on a tropical island

Feel free to add more words to make your sentence read better or add interest. You can leave out anything except a subject and a verb. Make your own Build-A-Sentence chart using a theme like a monster, earthquake or family theme.

From *Reading Teacher's Book of Lists,* (3rd Edition) by Edward B. Fry, Jacqueline E. Kress, Dona L. Fountoukidis
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Sample Page

Title:	Reading Instruction that Makes Sense
Author:	Mary Tarasoff
Publisher:	Active Learning Institute, 1994 (copyright 1995)
Available:	Active Learning Institute Incorporated, Box 6275, Victoria, BC V8P 5L5
Price:	$22.75 Blackline Masters for Reading Instruction that Makes Sense: $13.95
ISBN:	1-895111-08-0
Level:	instructor
Reviewer:	Jan Sawyer

Reading Instruction That Makes Sense

Mary Tarasoff's book, Reading Instruction that Makes Sense, is a useful resource for adult literacy instructors and tutor trainers. She has gathered information on a variety of philosophies and methods used to teach reading, and synthesized the information into a tidy, handy package. Tarasoff also provides strategies for instructors ranging from ways of assessing students' needs to a variety of teaching techniques.

Although the content is academic, it is written in an easy-to-read format. All reviewers commented positively on the layout of the book. The spacing is good and each page includes a side margin that provides the reader with the main ideas of the page as well as an opportunity for the reader to respond to the text.

The book begins with an introduction followed by *Parts I, II,* and *III,* an extensive Appendix and a Glossary of Terms. In *Part I: Reading Instruction in the Broader Context*, I particularly liked the discussion on the learning and reading processes as well as the graphics that the author used to illustrate her written words. This style is used throughout the book, and as a visual learner, I appreciated this approach. *Part II: Teaching Reading in the Classroom--Putting It All Together* suggests ways that the instructor can provide a positive learning environment for learners in the classroom, as well as strategies that provide for the different needs of learners. Assessment and evaluation procedures are also presented in this section. *Part III: Teaching/Learning Strategies Described in the Literature* is a collection of summaries of some of the major research in the field of reading. The *Appendix* is divided into 10 commonly used words and 20 lesson plans to a series of Black Line Masters that can be duplicated for the classroom. Finally, the 10-page *Glossary* at the end is very thorough.

In closing, it is important to note two other comments offered by fieldtesters. First, it was felt that although the information provided was not new, it was presented in a unusually comprehensive and interesting way. Secondly, the book is about children's learning and does not take into account adult experiences or difficulties. Despite these concerns, I would recommend Reading Instruction that Makes Sense as a valuable book for any instructor's resource collection.

From *Reading Instruction that Makes Sense* by Mary Tarasoff
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Sample Page

- Alphabetic — focus on letters of alphabet first and spelling words out loud
- Phonics — focus on learning letter/sound relationships first
- Whole Word — focus on learning words first
- Language Experience — focus on recognizing words in student's oral language written down
- Whole Language — focus on words and letters within whole texts and reading for meaning (see also Figure 1)

Over the years there have been different approaches to teaching reading.

Theories and models can be useful if they are chosen appropriately. If the user is aware of their limitations and biases, they can be helpful in understanding how to teach reading. The key is not whether theories are right or wrong, but rather, do they increase or limit our understanding about what is really happening? Do they guide us to effective teaching practices? Do children benefit from the approach that the model suggests?

Theories and models are helpful if interpreted carefully and their limitations acknowledged.

Theories, models, or beliefs which give rise to principles and goals of reading instruction must be recognized for what they are — *a framework from which to start*. They must be revised when new experiences and evidence dictate. They must be based on studies of individuals, not just of groups. Often research

I think the strength of each program is

Programs Based on Different Approaches

Basal Reader

- series of graded texts organized in sequential order of difficulty

Individualized Reading

- wide variety of materials, individual teaching conferences and record keeping

Language Experience

- student-created (dictated or written) materials

Linguistic

- reading material emphasizing consistent letter/sound relationships and regular spelling patterns

Literature-Based

- wide variety of quality literature

Theme-Based

- areas of interest determine what texts and literature to use

Phonics

- reading materials emphasizing sound/letter relationships explicitly taught, programs varied in rate and sequence of introduction of phonics elements
  - Synthetic (instruction proceeds from teaching letter sounds, and blending sounds to form words), or
  - Analytic Approaches (instruction begins with words known to students to generalize phonics relationships in similar words)

Figure 1. Different Reading Programs.

Title:	Come to the Library Series: Books 1 to 4
Co-ordinator:	Suzanne Ives
Publisher:	British Columbia Library Association
Available:	British Columbia Library Association, 110-6545 Bonsor Avenue, Burnaby, BC, Canada V5H 1H3 Phone: (604) 430-9633 Fax: (604) 430-8595
Price:	free at time of printing
ISBN:	0-9692614-5-4
Level:	functional/independent
Reviewer:	Helen Thomas

Come to the Library Series

The British Columbia Library Association's collection of four books: Welcome to the Library: an Adult Literacy Learner's Guide, May I Help You?, Getting a Feeling for Public Libraries and Books, and Trying out your Library's Computer, Microfiche or Card Catalogue is a wonderful introduction to the library for adult learners. The first book gives valuable information about what is available at the library, how students feel going there for the first time, and advice about going to the library with families, classes or tutors. The second book contains details about who goes and why, who works at the library, how to get a card and how to take out books and other materials. The third book describes browsing and its value, how the library is set up including the Dewey Decimal System, and tips for talking about books. The final book is about the different types of catalogues, particularly how to use the computer catalogue.

Library staff, literacy instructors and adult learners came together in focus groups to help plan and later to field test the materials. Learners contributed short quotes and longer stories to try to give other students reasons for reading, a desire to visit the library and ways to help them enjoy their first visit so they will continue to go to the library.

There are interviews with a tutor, a literacy instructor and a librarian who describe why they feel going to the library is important for adult learners and how to make the experience both comfortable and useful.

These books are illustrated by excellent photos taken in several different libraries. The print is clear and easy to read and there are generous amounts of white space. Each book has a brightly coloured cover and there is an attractive logo that was designed by Joseph Coburn, one of the adult learners.

The "Come to the Library" Project and series of books was funded by the BC Ministry of Education, Skills and Training and the National Literacy Secretariat, Human Resources Development Canada. Thomas Quigley was the instigator and Project Manager. These books clearly present their message, "It's never too late to start going to the library."

From Welcome to the Library: an Adult Literacy Learner's Guide, Book 1 by Suzanne Ives
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Ministry of Education, Skills and Training

Sample Page

The Come to the Library Learner Group welcomes you to the *Come to the Library Series!*

Welcome

This book is for adult learners who are thinking about going to the library for the first time or considering going back.

Your local public library is a place where you and your family can borrow a wide variety of books. You can also borrow films, videos, cassette tapes, compact disks and magazines.

A lot of the people who helped to write this book started going to the library as adults. The adult learners' stories and statements which you will read in this book were written by a group of adult learners from Victoria, B.C. Fifty-nine adult learners from Prince George, Salmon Arm, Terrace and Vancouver field-tested the books in this series to help make them more useful for you.

We hope that what you read in this book will help you.

It is never too late to start going to the library.

Title:	SPELLEX® thesaurus
Publisher:	Curriculum Associates
Available:	Curriculum Associates, Esquire Road, P.O. Box 2001, North Billerica, MA Phone Toll Free: 1-800-225-0248 Fax: 1-800-366-1158 B.C. Representative: Howard Greaves, 419 Cambridge Way, Port Moody, B.C. V3H 3V1 Phone: (604) 939-4565
Price:	1-4 books: $9.80 each 5 or more $5.60 each
ISBN:	1-55916-761-5
Level:	all levels
Reviewer:	Joyce Vowles

SPELLEX® thesaurus

The Spellex® thesaurus is a useful companion to the Spellex® Word Finder (reviewed in Bulletin #11). Students find this is an easy book to use with clear, large print and abundant white space.

There are over 1200 entries in this book, with 3 to 5 synonyms per word. Each entry includes the part of speech and a sentence to show how the word can be used. Students appreciate this information. Unfortunately, there is only one meaning given for each word, and there are no antonyms included. There are blank pages at the back of the book for your own notes, and these could be used for new words, extra meanings, or antonyms.

Like the Word Finder, the SPELLEX® thesaurus is a tall, narrow book that you can find easily in the bottom of a bookbag. It is a good introduction to the use of a thesaurus.

Sample Page

From *SPELLEX® thesaurus*
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q

qualified *(adj)* able, capable, competent, skilled

An astronaut is qualified to fly in a spacecraft.

quality *(n)* characteristic, feature, mark, property, trait

Look at the excellent quality of the craftsmanship.

quantity *(n)* amount, body, bulk, measure, total

Fishing nets catch fish in vast quantity.

quarter *(n)* area, district, neighborhood, region, zone

The lights went out in our quarter of the town.

queer *(adj)* curious, odd, peculiar, strange, weird

Seeing my look-alike gave me a queer feeling.

question *(v)* ask, examine, inquire, interrogate, quiz

The lawyer will question the witness during the trial.

The Bulletin's Board

Seniors Writing Circle

Three wonderful publications came out of this project co-sponsored by Vancouver Community College and Kiwassa Neighbourhood House and financed by a cost-shared grant from the BC Ministry of Education, Skills and Training and the National Literacy Secretariat, Human Resources Development Canada. *Memories of Days Gone By* and *Treasure of Memories* are personal stories written by members of the Seniors Writing Circle and *Lil's Story: An Ordinary Woman* is written by Lil Crowther, a long distance member of the Seniors Writing Circle. These stories are illustrated by personal photos of the authors, drawings by Betty Chiu and photos from the Vancouver Public Library Special Collections.

New Ordering Address and Book for Saara Publications

The new ordering address for Saara Publications is P.O. Box 495, Conway, SC, U.S.A. 29526. In addition to *Relax and Enjoy Your Life* and *How To Get The Job You Want* which were reviewed in Bulletin 13, there is another book available called *The Power of Choice* by Carol Thompson. It was published in 1993 and has the same format and positive approach as the earlier books.

A Guide to Adult Basic Education in Women's Bridging Programs

Mary Carlisle has produced this invaluable guide funded by a cost-shared grant from the BC Ministry of Education, Skills and Training and the National Literacy Secretariat, Human Resources Development Canada. Although it is planned as a fourteen-week program with only four hours of classes per week, the materials could easily be adapted to a longer program or a different schedule. The book is divided into five sections: *Introduction, Learning and Study Skills, Read, Discuss and* W rite, *Mathematics* and *Bibliography*. There are a number of useful handouts including self-assessments, book report forms, articles for a unit on multiculturism and mathematics reviews.

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LITERACY MATERIALS RECOMMENDATION FORM

Title _____

Author _____ **Publisher** _____

Level (please circle) ***Basic (0-3)** ****Functional (4-6)** *****Independent (7-9)**

Why do you recommend this title: _____

_____

_____

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Please attach a copy of one page and table of contents.

Recommended by: _____

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What kind of material(s) would you like the Literacy Materials Committee to seek out, field test and review? Please include information about the content, level, and format (book, video, software, etc.) you require: _____

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Requested by: _____

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Send completed forms to:

Literacy Materials Committee
c/o Victoria READ Society
720 Linden Avenue
Victoria, BC V8V 4G7

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